

Childminder report

Inspection date: 5 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children become confident, kind and communicative in the childminder's care. They are happy and independent in her home-from-home environment. Children seek out cuddles and comfort when they feel sad or tired, from the childminder and her assistant. New children settle quickly, and all children arrive excited to start the day.

The childminder supports different aspects of children's physical development. She and her assistant help build children's confidence to scale the climbing frame while playing in the garden. The childminder and her assistant encourage children to strengthen the muscles in their hands as they dig in sand and soil. They help children learn how to fill and pour during water play, improving the accuracy of their actions. This helps children, through their play, to develop practical skills such as pouring their own drinks and serving their own food.

The childminder and her assistant provide children with consistent boundaries and expectations. They model kind and respectful behaviours. As a result, children use their manners and are considerate of their friends during their play. This helps to prepare children well for their eventual move to school.

What does the early years setting do well and what does it need to do better?

- The childminder has continually strengthened her assessment procedures of what children can do. As a result, she identifies precise next steps and focuses educational experiences sharply on what children need to learn next, to support rapid progress. For example, she puts even greater emphasis on songs and reading where children require more support in developing their communication and language.
- The childminder creates an environment that supports her intent of an ambitious, coherently planned and sequenced curriculum. The available resources meet the children's needs and promote their focus on learning. However, occasionally the childminder and her assistant sometimes distract children from focused learning experiences. As a result, some children lose their concentration and do not benefit from the well planned experiences on offer to them.
- The childminder and her assistant skilfully extend opportunities for children to play spontaneously and extend their ideas during play. For example, they follow children's interests to demonstrate their independence during mealtimes. Not only do the childminder and her assistant encourage children to serve their own meals, but they support them in using safe knives to slice their own fruit. They enhance the programme of learning even further by incorporating various aspects of number and discussing the importance of healthy eating.

- The childminder educates children so that they learn where their food comes from, and how to care for plants and vegetables. Children help to grow crops such as potatoes, carrots and fresh herbs which when harvested are used in meals with the childminder. They nurture the growth of sunflowers, watering them so they grow. At other times of the year children care for caterpillars through their transformation to butterflies and for frogspawn into frogs. This helps children develop a positive relationship with food, learn purposefully about changing seasons, lifecycles and how to care for others.
- Since the previous inspection, the childminder notified Ofsted of a significant event. This means that she met the requirement to do so, as set out in the statutory framework for the Early Years Foundation Stage. As a result of this incident the childminder has strengthened her risk assessment procedures when on outings. She ensures that both she and her assistant are well deployed and closely supervise children at all times.
- The childminder has a particular strength in supporting children with special educational needs and/or disabilities (SEND). She continually enhances her knowledge through training and independent learning, alongside joint working with local authority professionals. As a result, the childminder ensures that children in her care receive prompt referrals for support. She also implements supportive interventions to help close any emerging gaps.
- Parents praise the childminder for the impact she has on their children's learning and development. Particularly in relation to the communication and language and independence skills they develop, which are factors central to her curriculum. They note the help she gives in extending learning to home. Be that through strategies to develop consistent approaches towards children's behaviour, positive bedtime routines and by sharing children's interests that parents can continue at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the implementation of the curriculum to support all children to fully engage in learning experiences and improve their focus and concentration.

Setting details

Unique reference number	EY265627
Local authority	Manchester
Inspection number	10326625
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2003 and lives in Newall Green area of Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5 and works with an assistant.

Information about this inspection

Inspector
Richard Sutcliffe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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